

# ACADEMIC ASSISTANCE

Student: \_\_\_\_\_ Grade/Class: \_\_\_\_\_

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

## A. Informal assessment information

1. Oral Reading Fluency: \_\_\_\_\_ words correct per minute

Materials: \_\_\_\_\_

2. Strengths and weaknesses:

	Subjects	Abilities	Behavior
Strengths			
Weaknesses			

## B. Remediation

## C. The Adaptation Process

Use the outline below as an optional framework for developing a plan of Academic Assistance.

1. Identify assignments or activities that haven't yet been given.
2. Anticipate problems that the student (and other students) may encounter.
3. Design whole-class instruction to prevent anticipated problems.
4. Consider making assignments more manageable by providing additional assistance.
5. Consider alternative ways for the student to demonstrate knowledge or ability.
6. Gradually fade the adaptations as the student gains competence.

## D. The Adaptation Menu

Adaptation involves a neverending variety of procedures. The strategies that follow are provided as suggestions but are not exhaustive. Discuss and brainstorm other possibilities.

1. Focus assignments on essential course content and skills.
2. Focus test items on essential course content and skills.
3. Build cumulative review of essential objectives into subsequent units of instruction.
4. Construct and use framed outlines.
5. Design and use interactive graphic organizers.
6. Identify and preteach essential vocabulary words.
7. Highlight textbooks and printed materials.
8. Transcribe or summarize highlighted text.
9. Provide two-column study guides.
10. Provide framed writing assignments.
11. Teach the students to manage their homework.

## E. Attach a summary of the Academic Assistance Plan.

## F. Schedule a follow-up meeting.